

08-68
App - 3/31/09
Info - 4/21/09

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

Course: PSYC 330

Instructor(s) of Record: Dr. Cora Lou Sherburne

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Liberal Studies

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

I graduated from the University of Kentucky with a Ph.D. in Behavioral and Neural Studies in Psychology in 1995, and then taught for five years at a small, selective liberal arts college in the Midwest. I taught PSYC 330 (Social Psychology) ten times at Wabash College and have kept up to date with advances in the field since that time because my research interests are in the area of social psychology. Furthermore, I have all but completed the course setup for PSYC 330 on WebCT. I developed PSYC 280 (Psychological Inquiry) as a distance education course two years ago and have taught the course in that format four times since. I feel that PSYC 280 has gone very well and have received excellent feedback from students enrolled in it. Thus, I believe that I am prepared both academically and technologically to teach PSYC 330 as a distance education course.

2. How will each objective in the course be met using distance education technologies?

Objective 1. To introduce students to contemporary theories and empirical research in social psychology.

Students will be required to read the textbook and read/engage in the supplemental materials that I will provide (e.g., PowerPoint presentations, learning objectives, chapter reviews, websites, and quizzes). Almost all the chapters and my supplemental materials, with the exceptions of 1 (Introducing Social Psychology), 2 (Methodology: How Social Psychologists Do Research) and 14 (Making a Difference with Social Psychology: Attaining a Sustainable Future) address contemporary social psychological theories. *All* the chapters and my accompanying materials cover empirical research in the field.

Objective 2. To familiarize students with laboratory and field research methods that are appropriate to the study of social psychology.

Students will be required to read the textbook and read/engage in the supplemental materials that I will provide (e.g., PowerPoint presentations, learning objectives, chapter reviews, websites, and quizzes). Chapter 2 (Methodology: How Social Psychologists do Research) and my supplemental materials for this chapter address this objective most directly, but the rest of the readings and materials are grounded in this objective.

Objective 3. To encourage students to adopt a critical attitude toward "common sense" theories of social behavior and to reevaluate conventional wisdom in light of empirical research.

Students will be required to read the textbook and read/engage in the supplemental materials that I will provide (e.g., PowerPoint presentations, learning objectives, chapter reviews, websites, and quizzes). Although many of the findings presented throughout the course meet this goal, the readings and supplemental materials for Chapters 6 (The Need to Justify Our Actions), 10 (Interpersonal Attraction: From First Impressions to Close Relationships), and 11 (Prosocial Behavior: Why Do People Help?) probably do so most effectively. Among other things, students will review evidence that we come to like innocent people *less* after we've treated them poorly, that opposites *don't* tend to attract, and that the more *people who are* available to give help to a person who needs it, the less likely she is to get any help at all. I will attempt to set

the stage for the students' development of a critical attitude toward common sense theories of social behavior by giving an extra-credit "prequiz" about social psychological research at the beginning of the course.

Objective 4. To discover ways in which a knowledge of social psychology can be used to inform our understanding of ourselves and others.

Students will be required to read the textbook and read/engage in the supplemental materials that I will provide (e.g., PowerPoint presentations, learning objectives, chapter reviews, websites, and quizzes). Although many of the theories and findings presented throughout the course have obvious implications for understanding the self and others, both the textbook and supplementary materials include many examples for each topic that illustrate real-life applications. Chapters 14 (Making a Difference with Social Psychology: Attaining a Sustainable Future) and 15 (Social Psychology and Health) and my supplemental materials for them meet this goal most directly.

3. How will instructor-student and student-student, if applicable, interaction take place?

An email icon on the course Homepage will allow students to send me email messages. My IUP email address and phone number are listed on my syllabus. I will also include a required discussion component of the course which will allow students to communicate with me and with each other.

4. How will student achievement be evaluated?

Student achievement will be evaluated in several ways, including evaluations of their performance on quizzes, exams, and discussion. The course will be divided into five units that revolve around the textbook, and the units will also include supplemental material (e.g., PowerPoint presentations, learning objectives, chapter reviews, websites, and quizzes). For each unit, the students will take an exam, with questions that are based on the textbook chapter and any supplemental materials.

5. How will academic honesty for tests and assignments be addressed?

Although I will use multiple-choice exam questions from the textbook's supplemental materials, I have set up the questions so that the answer alternatives are presented randomly. In addition, questions from a very large test bank (on average, 300 questions per chapter) will be sampled randomly for each quiz, quiz re-take, and exam. Thus, no student will receive the same quiz or exam. Additionally, the amount of time that is allotted for each quiz and exam question (about one minute for a multiple-choice question) should be sufficient for a student who has studied the materials to answer the question but not sufficient for the student to look up the answers in the textbook. Finally, the quiz and exam questions will be presented one at a time and students will not be permitted to return to previously presented questions. If I do suspect a violation, I will deal with it in accord with IUP's academic integrity policy. My syllabus also includes a statement about IUP's academic integrity policy.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative


Signature of Department Designee

2/13/09
Date

Endorsed:

John D. Eck 2/16/09
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail Schmitt 3/31/09
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Sam Brown, Interim Associate Provost 4-2-09
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

PSYC 330 Social Psychology

3c-0l-3cr

Prerequisite: PSYC 101

The study of the effects of the social environment on human behavior. Topics include perception of person, attitude formation and change, and small-group interaction. Students may not receive credit toward psychology major or minor for both PSYC 330 and 335.

Course Outcomes

Students completing this course should be able to:

- display an awareness of contemporary theories and empirical research in social psychology,
- appreciate a scientific perspective on human behavior,
- adopt a critical attitude toward “common sense” and conventional theories of social behavior
- recognize the importance of the situational influence on human behavior,
- comprehend the distinction between nomothetic and idiographic approaches to human behavior,
- identify laboratory and field research methods that are appropriate to the study of social psychology,
- critically evaluate research in terms of assumptions and methods,
- apply findings and theories from social psychology to their own lives and experiences,
- discover ways in which knowledge of social psychology can be used to interpret social and political events, and to devise more effective public policies,
- offer social psychological insights that might empower students in their attempts to change the world (for the better, of course!).

Basic Course Outline

Social Psychology: Themes and Method

Social cognition

Social perception

Self-knowledge

The need to justify our actions

Attitudes

Conformity

Group processes

Environmental Attitudes

Attraction

Prosocial Behavior

Aggression

Prejudice

REVISED March 27, 2008
Psychology 330
Social Psychology
(Distance Education)

Instructor: Cora Lou Sherburne, Ph.D.

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724-357- 2723

We will communicate with each other primarily through email. I will check my email regularly (at least once a day) Monday - Friday, and respond to your questions. When you email me, always include a subject line that includes "PSYC 330" (I get numerous Spam and Phishing emails everyday and delete most messages without opening them. I don't want to miss one of yours!).

Course Catalog Description:

Prerequisites: PSYC 101

The study of the effects of the social environment on human behavior. Topics include perception of persons, attitude formation and change, and small-group interaction. (*Students may not receive credit toward psychology major or minor for both PSYC 330 and 335*).

Course Objectives:

This course is designed to provide an introduction to theories and research in social psychology by meeting 4 major objectives:

- Objective 1. To introduce students to contemporary theories and empirical research in social psychology.
- Objective 2. To familiarize students with laboratory and field research methods that are appropriate to the study of social psychology.
- Objective 3. To encourage students to adopt a critical attitude toward "common sense" theories of social behavior and to reevaluate conventional wisdom in light of empirical research.
- Objective 4. To discover ways in which a knowledge of social psychology can be used to inform our understanding of ourselves and others.

Specific Course Outcomes:

Students completing this course should be able to:

- display an awareness of contemporary theories and empirical research in social psychology,
- appreciate a scientific perspective on human behavior,
- adopt a critical attitude toward "common sense" and conventional theories of social behavior ,
- recognize the importance of the situational influence on human behavior,
- comprehend the distinction between nomothetic and idiographic approaches to human behavior,
- identify laboratory and field research methods that are appropriate to the study of social psychology,
- critically evaluate research in terms of assumptions and methods,
- apply findings and theories from social psychology to their own lives and experiences,
- discover ways in which knowledge of social psychology can be used to interpret social and political events, and to devise more effective public policies,
- offer social psychological insights that might empower students in their attempts to change the world (for the better, of course!).

Required Text:

Aronson, E., Wilson, T., & Akert, R. (2007). *Social Psychology* (6th edition). New York: Prentice Hall. This book may be purchased at the IUP bookstore or through online book sellers.

Course Format: All of the material for this course will be presented through WebCT. The course is organized in terms of weekly units, and each unit will consist of several elements. For each unit, you will have a textbook reading assignment. Each unit will also include some supplemental material, such as a lecture from me (PDF format), a PowerPoint presentation on the textbook material, and websites to explore. For each unit, you will have a quiz, a writing assignment, and an exam. The quizzes and writing assignments will be located in the Assignments tool, as well as in their respective units. Due dates for all assignments are given in the course outline below. In addition, you can find all the assignment due dates on the WebCT course calendar by clicking on the Calendar tool.

Evaluation Methods: Your grade will be determined by your performance on fifteen quizzes, five exams, and on your contributions to discussions.

Quizzes (30 % of your final grade). Each of the 15 Chapter Quizzes is worth 20 pts. Take the Chapter Quizzes *after* having completed the assigned readings and viewing the relevant PowerPoint presentation. You may take the quizzes over again as many times as you like until the completion time has expired. I suggest you take them *several* times, as the score you earn will be your *highest* score. Also, *you will get practice with questions similar to those that will appear on your exam.* There will be a time limit of twenty minutes for each of the twenty-question quizzes. You may submit your responses to these at any time after they are posted as long as they are completed by 11:55 PM on the ending date specified. You will not be allowed to submit your responses after the deadline. (If you do not finish the quiz by the ending time, you will get a zero for that quiz). *Each student is required to complete the quizzes independently.*

Exams (60 % of your grade). The format of each of the five exams (120 points each) will be multiple-choice. The exams will cover material from assigned readings, PowerPoint presentations, and supplemental activities. The exams will not be cumulative, except in the sense that your understanding of some new concepts may depend on the mastery of material covered in previous parts of the course. There will be a time limit of one hour for each of the sixty-question exams. Once you get started on an exam, you cannot go back to it at another time. *Each student is required to complete the exams independently* You may take each unit's exam at any time after posting as long as it is completed by 11:55 PM on the ending date specified for that exam on the syllabus and course calendar. If you do not take an exam by the ending time, you will get a zero for that exam. Exams will time out automatically, and you will not have access to them after the deadline.

Discussion (10% of your grade). You will be required to post at least one contribution to the discussion of material from each chapter via the Discussion Tool. Each post will be worth 5 points and you will need a total of 20 of these to earn all available discussion pts. (100). Each post must consist of a relevant comment, question, or response that is written in complete, grammatically correct sentences.

Grading scheme: The final grade will be based on the total number of points you accumulate based on the performance on quizzes (max 300 pts.), exams (max 600 pts.), and in discussions (max 100 pts.):

- A – 89.5 % - 100 % (895 to 1000 points)
- B – 79.5 % - 89.4 % (795 to 894 points)
- C – 69.5 % - 79.4 % (695 to 794 points)
- D – 59.5 % - 69.4 % (595 to 694 points)
- F – below 59.4 % (0 to 594 points)

General Policies

- The deadlines for exams and writing assignments must be followed. You will be allowed to submit a late assignment or take a make-up exam only in extreme, documented circumstances beyond your control (e.g., death in the family or severe illness). The form of a make-up assignment or exam may differ from that of the original.
- Integrity: You must do the writing assignments, quizzes, and exams ON YOUR OWN. University policies and procedures regarding plagiarism and violations of academic integrity will be followed. If you haven't read these policies, do so.
<http://www.iup.edu/registrar/catalog/acapolicy/index.shtm#Academic%20Integrity%20Policy%20and%20Procedures> It is also expected that you will maintain ethical and respectful behavior regarding the class and each other.
- Notify me immediately if you are experiencing technical problems, and I will see what I can do to help.
- Most, if not all, of our communication will take place through the course MAIL tool. Email messages between faculty and students are professional communications. Therefore, I expect your email messages to be written clearly, with correct punctuation, grammar, and spelling. I will ask you to rewrite messages that have mistakes. Remember, part of my job as an instructor of this course is to help you improve your writing ability.

<u>Course Outline</u>	
Topics	Assignments/ Activities
Unit 1	
Chapter 1: Introducing Social Psychology	Take Extra-Credit PreQuiz (10 points) Read Chapter 1 Learning Objectives Read Chapter 1 View Chapter 1 PowerPoint Read Chapter 1 Review Explore Chapter 1 Websites Post comment(s) Take Chapter 1 Quiz
Chapter 2: Methodology: How Social Psychologists Do Research	Read Chapter 2 Learning Objectives Read Chapter 2 View Chapter 2 PowerPoint Read Chapter 2 Review Explore Chapter 2 Websites Post comment(s) Take Chapter 2 Quiz
Chapter 3: Social Cognition: How We Think about the Social World	Read Chapter 3 Learning Objectives Read Chapter 3 View Chapter 3 PowerPoint Read Chapter 3 Review Explore Chapter 3 Websites Post comment(s) Take Chapter 3 Quiz Take Exam #1

Unit 2

Chapter 4: Social Perception: How We Come to Understand Other People

Read Chapter 4 Learning Objectives
Read Chapter 4
View Chapter 4 PowerPoint
Read Chapter 4 Review
Explore Chapter 4 Websites
Post comment(s)
Take Chapter 4 Quiz

Chapter 5: Self-Knowledge: How We Come to Understand Ourselves

Read Chapter 5 Learning Objectives
Read Chapter 5
View Chapter 5 PowerPoint
Read Chapter 5 Review
Explore Chapter 5 Websites
Post comment(s)
Take Chapter 5 Quiz

Chapter 6: The Need to Justify Our Actions

Read Chapter 6 Learning Objectives
Read Chapter 6
View Chapter 6 PowerPoint
Read Chapter 6 Review
Explore Chapter 6 Websites
Post comment(s)
Take Chapter 6 Quiz
Take Exam #2

Unit 3

Chapter 7: Attitudes and Attitude Change: Influencing Thoughts and Feelings

Read Chapter 7 Learning Objectives
Read Chapter 7
View Chapter 7 PowerPoint
Read Chapter 7 Review
Explore Chapter 7 Websites
Post comment(s)
Take Chapter 7 Quiz

Chapter 8: Conformity: Influencing Behavior

Read Chapter 8 Learning Objectives
Read Chapter 8
View Chapter 8 PowerPoint
Read Chapter 8 Review
Explore Chapter 8 Websites
Post comment(s)
Take Chapter 8 Quiz

Chapter 9: Group Processes: Influence in Social Groups

Read Chapter 9 Learning Objectives
Read Chapter 9
View Chapter 9 PowerPoint
Read Chapter 9 Review
Explore Chapter 9 Websites
Post comment(s)
Take Chapter 9 Quiz
Take Exam #3

Unit 4	
Chapter 10: Interpersonal Attraction: From First Impressions to Close Relationships	Read Chapter 10 Learning Objectives Read Chapter 10 View Chapter 10 PowerPoint Read Chapter 10 Review Explore Chapter 10 Websites Post comment(s) Take Chapter 10 Quiz
Chapter 11: Prosocial Behavior: Why Do People Help?	Read Chapter 11 Learning Objectives Read Chapter 11 View Chapter 11 PowerPoint Read Chapter 11 Review Explore Chapter 11 Websites Post comment(s) Take Chapter 11 Quiz
Chapter 12: Aggression: Why We Hurt Other People	Read Chapter 12 Learning Objectives Read Chapter 12 View Chapter 12 PowerPoint Read Chapter 12 Review Explore Chapter 12 Websites Post comment(s) Take Chapter 12 Quiz Take Exam #4
Unit 5	
Chapter 13: Prejudice: Causes and Cures	Read Chapter 13 Learning Objectives Read Chapter 13 View Chapter 13 PowerPoint Read Chapter 13 Review Explore Chapter 13 Websites Post comment(s) Take Chapter 13 Quiz
Chapter 14: Making a Difference with Social Psychology: Attaining a Sustainable Future	Read Chapter 14 Learning Objectives Read Chapter 14 View Chapter 14 PowerPoint Read Chapter 14 Review Explore Chapter 14 Websites Post comment(s) Take Chapter 14 Quiz
Chapter 15: Social Psychology and Health	Read Chapter 15 Learning Objectives Read Chapter 15 View Chapter 15 PowerPoint Read Chapter 15 Review Explore Chapter 15 Websites Post comment(s) Take Chapter 15 Quiz Take Exam #5

Sample Online Lesson

Lesson for Chapter 5

For this part of Unit 2, the students are required to:

1. Read Chapter 5 Learning Objectives.
2. Read Chapter 5 in the Aronson textbook.
3. Go through the Chapter 5 PowerPoint presentation.
4. Read the Chapter 5 Review.
5. Explore Chapter 5 Websites.
6. Post Discussion Comment(s)
7. Take the Chapter 5 Quiz

Sample items from the Quiz for Chapter 5 are included in Appendix A.

These requirements are consistent with Objective 1 (introducing students to contemporary theories and empirical research in social psychology) because they cover several theories of emotion, learned helplessness theory, and social comparison theory, among others, and cover studies conducted to test these theories. These requirements are also consistent with Objective 2 (familiarizing students with laboratory and field research methods that are appropriate to the study of social psychology) because the studies covered involve the use of both approaches. The topic (The Self) is inherently consistent with Objective 4 (discovering ways in which a knowledge of social psychology can be used to inform our understanding of *ourselves* and others) and the assigned websites reinforce this objective by presenting real-life applications.

Introduction to Chapter 5

In this section of Unit 2, you will learn about social psychological approaches to understanding the self. You will also learn about theories of emotion and self-perception as well as experimental and nonexperimental approaches that have been used to test these theories. The course content for this section is consistent with Objectives 1, 2, and 4. For this section, you should:

1. Read the Chapter 5 Learning Objectives.
2. Read Chapter 5 in your textbook.
3. Go through the Chapter 5 PowerPoint presentation.
4. Read the Chapter 5 Review.
5. Explore the Chapter 5 Websites.
6. Post Discussion Comment(s)
7. Take the Chapter 5 Quiz

Learning Objectives

After studying this chapter, you should be able to:

1. Define self-concept. Discuss animal and human research on the development of self across species and within humans.
2. Discuss the three important functions served by the self. Describe factors that determine whether or not a person will be successful at self-control.
3. Describe different conceptions of the self across cultures. Contrast the independent view of the self with the interdependent view of the self.
4. Discuss gender differences in the self-concept in the United States.
5. Discuss introspection as a source of self-knowledge. Describe self-awareness theory. Identify the emotional and behavioral consequences of self-awareness. Discuss when self-awareness is aversive and how we attempt to stop being self-aware. Discuss the benefits of self-focus.
6. Distinguish between introspections about how we feel or what kind of person we are, and why we feel the way we do. Discuss the role of causal theories in telling more than we can know.
7. Identify the consequences of introspecting about reasons and the kinds of information that come to mind when people introspect about reasons. Define reasons-generated attitude change and discuss its consequences. Explain why analyzing reasons may change a person's feelings.
8. Describe the postulates of Daryl Bem's self-perception theory. Identify when and how people use observations of their own behavior as a source of self-knowledge.
9. Describe the relationships among intrinsic motivation, extrinsic motivation, and the overjustification effect. Define task-contingent and performance-contingent rewards. Identify conditions under which overjustification can be avoided.
10. Identify the two factors or steps required to understand our own emotional states according to Schachter's two-factor theory of emotion. Discuss the implications of Schachter's theory for the idea that emotions are somewhat arbitrary. Discuss how the two-factor theory explains the misattribution of arousal.
11. Identify the central idea of cognitive appraisal theories of emotion. List the two kinds of appraisals that are important in determining our emotions in response to an event. Compare and contrast Schachter's two-factor theory with the appraisal theories of emotion.
12. Identify the postulates of social comparison theory. Discuss when people engage in social comparison and with whom they choose to compare themselves when their goal is to construct an accurate self-image. Discuss the motives underlying upward and downward social comparisons and the consequences of engaging in each.
13. Describe social tuning and how our views can be affected by other people.
14. Identify the relationship between self-presentation and impression management. Discuss Goffman's theory of social interaction. Identify two self-presentation strategies that people use in everyday life.
15. Distinguish between two ways that people self-handicap. Discuss the advantages and disadvantages of self-handicapping.

Chapter 5 - Self-Understanding

1

Schachter's Two-Factor Theory of Emotion

- First we experience Arousal
- Then we look for a reason for that arousal
- Finally, the arousal + the reason allow us to provide an Emotion label
 - The two factors are Arousal and Cognition
 - The result is Emotion

2

Schachter's Two-Factor Theory of Emotion

- Classic study (Schachter & Singer, 1962)
 - Inject participants
 - Epinephrine or placebo
 - ½ told injection → physiological arousal
 - Confederate behavior angry or happy
- Who was the most influenced by the confederate's behavior?
 - Ps who got the epinephrine but had not been told that the shot would make them feel aroused

3

Misattribution: Finding the wrong cause Dutton & Aron, 1974

- Men meet an attractive woman
 - On scary bridge
 - On relaxing bench
- In which condition were the men most attracted to the woman?
 - On the scary bridge!



4

Implications for use of placebos Storms & Nisbett (1970)

- Insomnia sufferers given placebo pill to take before bed, told different side effects
 - Arousing
 - Relaxing
 - No side effects
- Who fell asleep more quickly than usual?
 - Arousal group!

5

Cognitive Appraisal Theories of Emotion

- Emotions result from people's interpretations and explanations of an event, even in the absence of physiological arousal
- Compared to Two-Factor Theory:
 - Difference: arousal results from emotion label, doesn't trigger it
 - Similarity: we learn about our emotions by observing events and trying to explain them

6

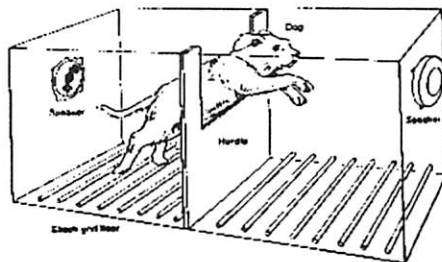
Learned Helplessness Theory

- Original research with animals
- Dog study (Seligman, 1975)
 - No shocks
 - Shocks, could learn to escape them
 - Shocks, no control over escape

7

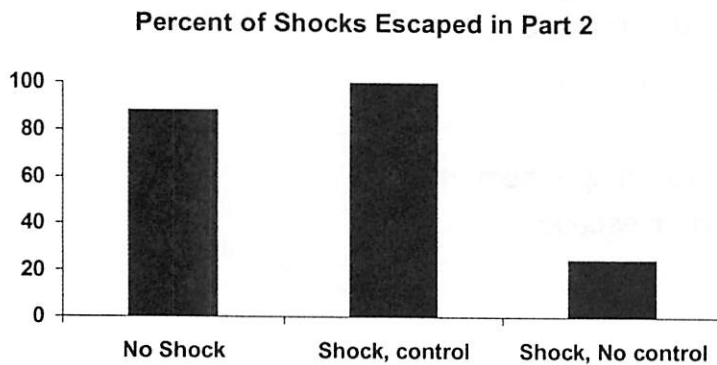
Learned Helplessness Theory

- In second part, all dogs received new shocks that they could learn to escape



8

Seligman (1975) - dog study



9

Conclusions of dog study

- Inability to control negative outcomes in one situation leads to deficits in subsequent situations
- Why? Could be...
 - Motivational (low effort)
 - Cognitive (poor learning)
 - Affective (depression)

10

Learned Helplessness in Humans

- Key is people's attributions about *why* something negative occurred
 - Internal vs. external
 - Stable vs. unstable
 - Global vs. specific
- Learned Helplessness occurs when...
 - Person attributes negative events to internal, stable, global causes

11

Therapeutic Implications

- Get people to attribute negative outcomes to external, unstable, specific factors → they should NOT show learned helplessness
- College study (Wilson & Linville, 1982)
 - People induced to make external, unstable, specific attributions for poor first semester grades got better grades in subsequent years and were more likely to stay in school

12

Social Comparison (Festinger, 1954)

- Evaluating one's opinions and abilities by comparing oneself to others
- When do we compare?
 - No objective standard
 - Uncertainty



13

Social Comparison (cont'd)

- With whom do we compare?
 - Initially, anyone who is around (automatic thinking)
 - Given time, look for an appropriate comparison (controlled thinking)

14

Social Comparison (cont'd)

- Upward Social Comparison
 - Motivational function
- Downward Social Comparison
 - Self-esteem maintenance function



- *When do we compare to our "idols" vs. others like us?*

15

Summary of Research on Self-Understanding

- We can look inside of ourselves
 - Introspection is limited
- We can look to our own behavior
 - Potentially informative
- We can compare our performance with others
 - Allows us to be strategic

16

Self-regulation

- Any efforts by the human self to alter any of its own inner states or responses
- Self-Regulatory Resource Model
 - Self control is
 - A limited resource that can be depleted
 - Like a muscle that can be fatigued
- Self-control and impulse buying: when are we most likely to splurge?

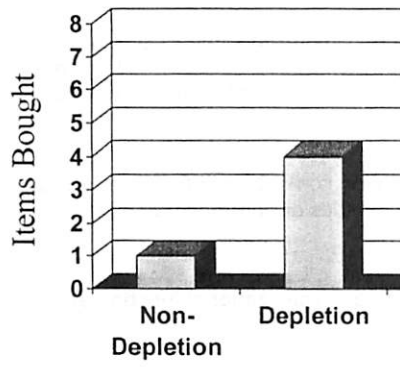
17

Vohs & Faber, 2002

- People were asked to read boring historical biographies
- IV: self-control depletion
 - Depletion condition: half of them were also asked to exaggerate their nonverbal behavior
 - Non-depletion condition: just read the biographies
- DV: how many items did they buy afterwards?

18

Vohs & Faber, 2002 (cont.)



Chapter Review

THE NATURE OF THE SELF

- William James (1890) defined a basic duality of the self: it is both the known, "Me," and the knower, "I." In modern terminology, the "Me" is the **self-concept**, or content of the self—our knowledge about who we are, and the "I" is **self-awareness**, or the act of thinking about ourselves.
- Gallup's studies examined whether animals have a sense of self by looking at their reactions when placed in front of a mirror. He found that the great apes seem to have a sense of self—they recognize that their image has changed when anesthetized and a red dye is placed on part of their face. Dolphins showed a similar response. A similar test used with human infants suggested that self-recognition develops at about two years of age.
- Other developmental studies show that the concept of self evolves from being concrete and focused on observable characteristics to being more abstract and focused on psychological characteristics during the course of childhood and adolescence.

A. Functions of the Self • Researchers have found that the self serves both an organizational function and an executive function.

1. Organizational Function of the Self

- We use **self-schemas**, mental structures that help us to organize our knowledge about ourselves, to organize our knowledge about ourselves.
- Markus (1977) and others have found that we are more likely to remember information better if we relate it to ourselves. This is referred to as the **self-reference effect**. Integrating information with our self-schemas helps us organize it better and connect it to other information about ourselves, which makes us more likely to remember it later.

2. Self-Regulation: The Executive Function

• The self also serves an executive function, regulating people's behavior, choices, and plans for the future. According to the self-regulatory resource model, self-control is a limited resource and people have a limited amount of energy to devote to self-control and that spending it on one task limits the amount that can be spent on another task.

B. Cultural Differences in Defining the Self

- In many Western cultures, people have an **independent view of the self**, focusing on their own internal thoughts, feelings, and actions; in many Asian and other non-Western cultures, people have an **interdependent view of the self**, defining themselves in terms of relationships with other people.
- Singelis (1994) developed a scale to measure these two senses of the self (sample items are given on p. 129).

C. Gender Differences in Defining the Self

- Research suggests that women have more relational interdependence, focusing more on their close relationships, while men have more collective interdependence, focusing on their memberships in larger groups.
- Cross and Madson (1997) point out that this difference starts in childhood and persists into adulthood. Women focus more on intimacy and on cooperation with a small number of close others, while men focus more on their social groups. In line with this, Gabriel and Gardner (1999) found that, when asked to describe an emotional event in their lives, women described events involving personal relationships while men described events involving social groups (Figure 5.1).
- It is important not to overemphasize sex differences, as for the most part, there is a vast overlap in the psychological makeup of the sexes.

KNOWING OURSELVES THROUGH INTROSPECTION

- Intuitively, we recognize that introspection, the process whereby people look inward and examine their own thoughts, feelings, and motives, is one basis of self-knowledge. However, people do not rely on this as much as we expect, and even when they do introspect, they may not recognize why they feel or act the way they do.

A. Focusing on the Self: Self-Awareness Theory

- Csikszentmihalyi and Figurski (1982) conducted a study where participants recorded their thoughts whenever a randomly-timed beeper sounded; thoughts about the self were surprisingly infrequent (Figure 5.2).
- According to self-awareness theory, when we do focus attention on ourselves, we compare our current behavior against internal standards and values. When we become aware of a discrepancy, we attempt to reduce it by changing our behavior to match. If we cannot do this, we will find self-awareness very uncomfortable (see Figure 5.3).
- Because self-awareness can be unpleasant, we may be motivated to “escape the self” by engaging in drinking, binge eating, sexual masochism, suicide attempts, or spiritual practices such as prayer or meditation.
- Self-awareness will be pleasant when we meet or exceed our standards.
- Self-focus can also keep us out of trouble by reminding us of our sense of right and wrong. Several studies show that people are more likely to follow their moral standards when self-aware.

B. Judging Why We Feel the Way We Do: Telling More Than We Can Know

- Many of our mental processes occur outside of awareness—we are aware of the final result of our thoughts, but not of the process by which we got there. However, when asked to provide an explanation for why we have the opinions we do, we easily come up with a reason. Thus, introspection may not lead us to the true causes of our feelings and behavior, but we’ll manage to convince ourselves it did (Nisbett & Wilson, 1977).
- Diary studies that track people’s moods show that, although people have strong causal theories about the causes of their own feelings and behavior—for example, thinking that factors like the amount of sleep the previous night influence their moods—these theories are generally wrong.
- Nisbett and Wilson (1977) conducted a study in which participants viewed a film. For half of the participants, a “construction worker” buzzed a power-saw outside the room during the viewing. Although the participants (and the researchers!) thought the noise would influence evaluations of the film, it didn’t do so, demonstrating a faulty causal theory.
- In another Nisbett and Wilson study, participants asked to rate pantyhose at a shopping mall were influenced by the position of the items on the display table; however, participants did not believe that this could affect their responses.
- In introspecting, people do not rely only on their causal theories; information about past behavior and thoughts before making a decision are also important. Nonetheless, introspection does not always yield the right answer about why we feel the way we do.

C. The Consequences of Introspecting about Reasons

- Wilson’s work has shown that there may be a downside risk to introspecting about reasons when making decisions—namely, we may come up with inaccurate reasons. We may sometimes convince ourselves that these incorrect reasons are correct. This leads to **reasons-generated attitude change**: attitude change that results from thinking about the reasons for one’s attitudes. People assume that their attitudes match the reasons that are plausible and easy to verbalize. This may be problematic when the “right” reasons (e.g., for why you love someone) are hard to verbalize or inaccessible, and incorrect reasons are easy to verbalize or accessible. The attitudes expressed immediately after doing a “reasons analysis” may be temporarily altered by the results of the analysis, and thus do not predict future behavior or attitudes very well.

KNOWING OURSELVES BY OBSERVING OUR OWN BEHAVIOR

- Bem’s **self-perception theory** states that when our attitudes and feelings are uncertain or ambiguous, we infer these states by observing our behavior and the situation in which it occurs.
- We are especially likely to infer our feelings from our behavior when (1) our initial feelings are weak or unclear, and (2) we think about why we have behaved the way we have and decide that it was our free choice.
- In other words, we are using the same attributional principles described in Chapter 4 to make inferences about our own attitudes.

A. Intrinsic versus Extrinsic Motivation

- **Intrinsic motivation** is the desire to engage in an activity because we enjoy it or find it interesting; **extrinsic motivation** is the desire to engage in an activity because of external rewards or pressures.

1. The Overjustification Effect

- According to self-perception theory, extrinsic rewards may hurt intrinsic motivation. When we are rewarded for engaging in an intrinsically motivating activity, we may now place too much importance on extrinsic reasons and assume that we are doing the behavior in order to achieve the extrinsic reward. This is known as the **overjustification effect**.
- For example, Greene, Sternberg, and Lepper (1976) rewarded 9-10 year-olds for playing math games. After the rewards were terminated, children spent significantly less time with the games than they had before they ever got rewards (Figure 5.4).
- There are conditions under which the overjustification effect can be avoided: (1) when initial interest in the task is low, as opposed to high; and (2) when one uses **performance-contingent rewards** that are based on how well a task is done and which provide information and positive feedback rather than **task-contingent rewards** that are given for performing a task regardless of how well it is done. However, even performance-contingent rewards must be used carefully, because they can backfire by making people anxious about being evaluated.

B. Understanding Our Emotions: The Two-Factor Theory of Emotion

- Schachter (1964) proposed the **two-factor theory of emotion**: that emotion results from first perceiving physiological arousal and then finding an explanation or label for that arousal (see Figure 5.5).
- In a study by Schachter and Singer (1962), participants were given an injection of either epinephrine (adrenaline) or a placebo upon arriving at the lab. They were told that the injection was a vitamin that affected vision and were either told the actual effects that epinephrine has or were told that they might experience some symptoms, but not those produced by epinephrine. Participants were then placed with an angry acting confederate in a waiting room (for half the participants; the other half were placed with a euphoric acting confederate). The dependent variable was the emotion felt. Those participants who (a) had been given epinephrine to induce arousal and (b) were NOT told the symptoms that the injection would make them experience felt more angry (or more euphoric) than participants in the other groups.
- An implication of this theory is that people's emotions are somewhat arbitrary, depending on the most plausible explanation for arousal. Thus in their experiment, the researchers were able to prevent people from becoming angry by proving a nonemotional explanation for why they felt aroused, and they could make Ss feel a very different emotion by changing the most plausible explanation for arousal.

C. Finding the Wrong Cause: Misattribution of Arousal

- **Misattribution of arousal** is the process whereby people make mistaken inferences about what is causing them to feel the way they do. Many studies have demonstrated the misattribution of arousal to emotional states that was demonstrated initially by Schachter and Singer. For example, Dutton and Aron (1974) had a woman approach men who were crossing a scary bridge or who had had a chance to rest on a bench after crossing. Those men who were crossing the scary bridge when approached by the woman and asked to complete a questionnaire were more likely to call her and ask her out (Figure 5.6).

D. Interpreting the Social World: Cognitive Appraisal Theories of Emotion

- Attribution is not the only means by which we learn what we feel. **Appraisal theories of emotion** hold that emotions result from people's interpretations of events, even in the absence of any physiological arousal. Your view of (1) whether the event had good or bad implications for you and (b) your view of what caused the event are particularly important determinants of experienced emotion.
- These theories differ from Schachter and Singer's theory in the importance of arousal—according to these theories, arousal does not always come first; cognitive appraisals alone are a sufficient cause of emotion.
- When people are aroused and uncertain where this arousal comes from, Schachter and Singer's theory may apply, but when they are not aroused, cognitive appraisal theories may apply. Both theories agree that one way people learn about themselves is by observing events, including their own behavior, and trying to explain those events.

USING OTHER PEOPLE TO KNOW OURSELVES

- What others around us tell us about ourselves is a very important source of self-knowledge.
- Gallup's ape studies show that social contact is critical to the very development of a self-concept—only those apes raised with others passed the "red dye" mirror test.

A. Knowing Ourselves by Comparing Ourselves to Others

- We also come to know ourselves by comparison to other people. Festinger's (1954) **social comparison theory** is the idea that, when objective criteria for self-evaluation are not present, we learn about our own abilities and attitudes by comparing ourselves to other people
- When do people compare themselves with others? When there is little objective information available.
- With whom do we compare ourselves? Gilbert and Mussweiler suggest that initially we compare ourselves to everyone, and then we seek an appropriate comparison. Similar others provide the most appropriate comparisons.
- When our goal is to find out information about ourselves, we are likely to engage in comparison to others who are similar to us on the important dimension.
- Sometimes we engage in **upward social comparison**, comparing ourselves to people who are better than we are on a particular trait or ability, in order to assess our own abilities. We may look to experts to set the standard of excellence, but it is often more useful to compare ourselves to someone who is similar to us.
- We also use social comparison to boost our egos; in this case, we are likely to engage in **downward social comparison**, or comparing ourselves to people who are worse than we are on a particular trait or ability. For example, Wood et al. (1985) found that cancer patients used downward comparisons to make themselves feel more optimistic about the course of their own illness.
- Another way we can feel better about ourselves is to compare our current performance with our own past performance, another sort of downward comparison.

B. Knowing Ourselves by Adopting Other People's Views

- Under some conditions people adopt the views of close others according to Coonley's **looking glass self**. We may even adjust our views when we meet someone for the first time, if we want to get along with the person. This is called **social tuning**: the process whereby people adopt another person's attitude.
- In a study by Sinclair, Lowery, Hardin & Colangelo (2005) participants matched their views toward those of a likable experimenter and reacted against the views of an unlikable experimenter thus showing that we tend to automatically adopt the views of people we like and automatically reject the views of people we do not.

IMPRESSION MANAGEMENT: ALL THE WORLD'S A STAGE

- Through **self-presentation** we attempt to present who we are, or who we want people to believe we are, to other people. Self-presentation occurs through our words, nonverbal behaviors, and actions. **Impression management** occurs when we consciously or unconsciously orchestrate a carefully designed presentation of self to fit a particular goal or need in a social interaction.
- Goffman developed a theory based on a dramaturgical model which uses the theater as a metaphor for social life.
- **Ingratiation** is the process whereby people flatter, praise, and try to make themselves likable to another person. Ingratiation can backfire if the other recognizes we are doing it.
- **Self-handicapping** is creating obstacles and excuses for ourselves (in advance of a poor performance) so that if we do poorly, we have a ready-made excuse. People self-handicap either by behaviorally creating obstacles (e.g., drinking the night before an exam) or by citing verbal excuses.
- One downside risk of self-handicapping is that it may actually cause the poor performance that is so feared, as we come to believe our own excuses and exert less effort on the task.

A. Culture, Impression Management, and Self-Enhancement The impression management strategies that people use differ considerably from culture to culture. Research seems to conclude though that the desire to manage the image we present to others is strong in all cultures, though the kinds of images we want to present depend on the culture in which we live.

Social Psychology on the Web

- **Journal of Self and Identity**
This relatively new journal is devoted to publishing scientific research on the topic of self and identity. Search the site for specific topics researchers are currently investigating.
- **National Association for Self-Esteem**
This site belongs to an organization dedicated to providing information about self-esteem issues. There is even a quick self-esteem inventory that allows you to rate where you fall on the self-esteem scale.
- **Self-Presentation**
This site emphasizes dramaturgical concepts developed by Erving Goffman, an early researcher in the area of self-presentation. Strategies of impression management are provided as are links to sites of relevance to self-presentation.
- **Self-Enhancement**
Here you can find quotes, affirmations, and other words of inspiration that might enable you to improve your self-esteem.
- **Self-Esteem**
This website is designed to provide information for personal growth and self-improvement. You can find links to things from dieting and nutrition to mental health.
- **Two-Factor Theory of Emotion**
When trying to understand what kind of person we are, we first watch what we do and feel and then deduce our nature from this.
- **The Role of Self-Handicapping**
Self-handicapping often functions to protect one's self-esteem. Individuals not benefiting from this function often make attributions that resemble a depressive attributional style.
- **Overjustification Effect**
Overjustification Effect occurs where we attribute our behavior more to a conspicuous extrinsic motivator than to intrinsic reasons.

Appendix A Sample Quiz Items

Question 1 (1 point)

A coach wants to motivate his soccer team to score more often by using a reward system. Based on what you read about preserving intrinsic motivation, how is it best for him to reward his team?

- a. task-contingent rewards
- b. performance-contingent rewards
- c. negative reinforcement
- d. verbally (that is, yelling at them for poor performance, praising them for a good job)

Question 2 (1 point)

Mrs. Hill has decided to provide her first-grade students with gold stars to reward them for reading. She has decided to use performance-contingent rewards. To do this, she will give gold stars

- a. to children each time they spend 10 minutes reading.
- b. only to those children who can read a passage without mistakes.
- c. to the children, and take one star away after each mistake they make when reading.
- d. only when children decide to read during free time.

Question 3 (1 point)

Which of the following would be most likely to reach to touch a spot of red dye when seeing his or her reflection in a mirror?

- a. a one-year-old human infant
- b. an adult chimpanzee
- c. an adult sloth
- d. an infant rhinoceros

Question 4 (1 point)

_____ refers to the process of looking inward and examining our thoughts, feelings, and motives.

- a. Self-awareness
- b. Introspection
- c. Self-enhancement
- d. Self-examination

Question 5 (1 point)

If you are using the misattribution of arousal principle to plan a first date and you really want your partner to be attracted to you, which of the following activities would you choose?

- a. ride the roller coasters at an amusement park
- b. get tickets to see a slow-moving art film
- c. go out for coffee and make sure your date orders decaf
- d. have a nice meal and wine at a quiet, dimly lit restaurant

Question 6 (1 point)

According to the authors of your text, extrinsic rewards are most likely to diminish intrinsic motivation when

- a. intrinsic motivation was initially high.
- b. extrinsic motivation was initially high.
- c. rewards are performance-contingent.
- d. rewards are given at random.

Question 7 (1 point)

Tim has asked Robin to marry him. Robin isn't sure whether she loves him enough or whether she loves him in the right way. She talks with her sister about all the reasons why it would be wise to marry Tim, and all the reasons why it wouldn't be such a great idea. According to Wilson's theory of reasons-generated attitude change, Robin might regret it were she to base her decision on the reasons she mentioned. Why is that?

- a. Her sister will unconsciously reinforce some reasons and punish others.
- b. Reasons Robin generates during the conversation won't predict her long-term attitudes and feelings very well.
- c. Such objective, dispassionate verbal reports will counteract the passionate feelings she has for Tim.
- d. People often fall prey to post-decision regret, due to their need to justify their decisions.

Save answer

Question 8 (1 point)

From the perspective of self-awareness theory, alcohol abuse, binge eating, and suicide are alike in that they

- a. enable people who feel guilty to punish themselves.
- b. are more likely to be done by people with interdependent self-concepts.
- c. are coping mechanisms used by people with low self-esteem.
- d. provide temporary or permanent relief from unpleasant self-awareness.

Question 9 (1 point)

All of the following EXCEPT _____ are ways of giving praise that can enhance a child's intrinsic motivation.

- a. Praising children for their effort on a hard task.
- b. Praising children for their effort on an easy task.
- c. Making children feel they are competent.
- d. Making children feel that they did the task on their own initiative.

Question 10 (1 point)

According to social psychological research on gender differences in the definition of self, which person below is least typical of their gender?

- a. Brad, whose fraternity provides a key sense of identity.
- b. Marsha, who cares more about her husband and child than about her job.
- c. Tom, whose girlfriend provides the most important and positive emotional events in his life.
- d. Linda, who considers her best friends her family.

Question 11 (1 point)

Misattribution of arousal can best be defined as the process by which people make

- a. mistaken inferences about what is causing them to feel as they do.
- b. poor choices when faced with a difficult decision.
- c. inferences about their own emotions through introspection.
- d. correct assumptions about threatening aspects of their situation.

Question 12 (1 point)

"My happiness depends on the happiness of those around me" and "I enjoy being unique and different from others in many respects" are two items from Ted Singelis's (1994) scale, which was designed to measure individual differences in

- a. self-esteem.
- b. cooperation and competition.
- c. private and public self-consciousness.
- d. independence and interdependence.

Question 13 (1 point)

Theories holding that emotions result from people's interpretation and explanation of events, in the absence of any physiological arousal, are known as

- a. appraisal theories of emotion.
- b. two-factor theories of emotion.
- c. self-monitoring theories.
- d. misattribution theories.

Question 14 (1 point)

According to self-perception theory (Bem, 1972), we infer the kind of person we are and what our attitudes are by

- a. engaging in introspection about the reasons for our behaviors.
- b. comparing our behaviors to our internal values and standards.
- c. looking to others to see how they respond to us.
- d. observing our own behaviors, just as we would observe others'.

Question 15 (1 point)

The two factors necessary to experience an emotion according to Schacter's Two-Factor theory of emotion are

- a. physiological arousal and motivation.
- b. physiological arousal and appropriate explanation.
- c. physiological arousal and psychological arousal.
- d. psychological arousal and cognition.

Question 16 (1 point)

Recall Schacter and Singer's study in which participants were given an injection, then exposed to either a very happy or very angry confederate, then asked about their mood. Which of the following is an independent variable in this study?

- a. participant's mood
- b. gender of the participant
- c. receiving the injection of epinephrine or a neutral compound
- d. how many times they hula-hooped with the confederate

Question 17 (1 point)

One likely consequence of analyzing or generating reasons for their attitudes is that people will

- a. change their attitudes to bring them in line with the reasons.
- b. change their list of reasons to bring them in line with their attitudes.
- c. become self-aware and hold less positive attitudes.
- d. alter their behaviors to correspond to their original attitudes.

Question 18 (1 point)

Self-schemas can influence social cognition in all but which of the following ways?

- a. how information is organized
- b. which heuristics will be used
- c. how information is remembered
- d. perceptions of other people

Question 19 (1 point)

While riding a harrowing roller coaster, Jim notices that the person sitting next to him is extremely attractive and he resolves to get her phone number when the ride is over. Jim is probably doing this because he is

- a. misattributing his arousal from the roller coaster ride to sexual attraction.
- b. inferring a social compatibility based on mutual interest.
- c. correctly inferring, based on introspection, that he is attracted to this person.
- d. a real go-getter.

Question 20 (1 point)

Molly is 18 years old, and has an 8-year-old brother, Joe. If they are both asked to answer the question, "Who am I?", Molly is likely to answer the question in _____ terms than Joe.

- a. more concrete
- b. less concrete
- c. more physical
- d. less abstract